



The 3rd International Conference on E-Learning
ICEL 2011, 23-24 November 2011, Bandung, Indonesia

Guided Peer Feedback on Academic Writing Tasks using Facebook Notes: an Exploratory Study

Johana Yusof^{a*}, Nor Ashikin Ab Manan^a and Ahmad Ashaari Alias^a

Akademi Pengajian Bahasa, Universiti Teknologi MARA Perak, Malaysia

Abstract

One of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process. Peer feedback or peer review has been found by many studies to be beneficial when used correctly in assisting the writing teachers to provide more feedback to their students papers as well as give students practice with a range of skills important in the development of language and writing ability. With the popularity of online social networking websites such as Facebook as the medium of communication among students, this study is conducted to investigate the potential of using Facebook Notes as the medium of providing peer feedback to students written work. Planning, drafting, revising and editing are the four stages involved in a writing process. Guided peer feedback via the Facebook Notes could assist the teachers in ensuring that all the students writing pieces are reviewed at all the four stages of the writing process and consequently improve the quality of their written work. The first part of this action research explored the use of peer feedback at the planning stage of writing which was outlining. It was found that the students, with guidance from the writing teacher, were able to provide constructive feedbacks to their peers. The comments and suggestions posted on the Facebook Notes were found to be useful in helping their peers to improve their outlines and their first draft. Language teachers too could benefit this new tool in giving feedbacks to the students.

© 2012 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](#).
Selection and peer-review under responsibility of i-Learn Centre, Universiti Teknologi MARA, Malaysia

Keywords: Library anxiety; ICT behavior; electronic resources; information literacy

* Corresponding author. E-mail address: johana123@perak.uitm.edu.my

1. Introduction

The term *process writing* refers to a non-linear model of writing approach. It is divided into four major stages of writing which are pre-writing (planning), drafting, feedback and revising (editing). It follows the two tenets of process writing as described by Susser (1994): awareness and intervention. According to Susser (1994) *process writing* is characterized by the *awareness* of the writer of the writing process and the *intervention* of a teacher, or peers, at any time during the process of writing in the form of constructive feedback in order to improve writing skills instead of exclusively fixing mistakes. It is generally accepted that feedback in instruction is important as it plays several different roles. Some of the roles as summarized by Ertmer, Richardson, Belland et al. (2007) are firstly, it sets goals, criteria and standards of what good performance is, facilitates the development of self-appraisal and reflection as well as provides information to students about their learning progress. In addition, good feedback encourages two-way discussions between students and teachers as well as students and their peers. They also believe that feedback in instruction is essential as it provides information to teachers that can help shape teaching as well as present the students with the opportunities to narrow the gap between current and desired performance. Finally, feedback could encourage positive motivational beliefs as well as self esteem. However, it is not always easy for ESL writing teachers to provide good and timely feedback at different stages of a writing process especially if the class is large. One of the ways that could be employed to address this problem is using the students to provide feedback to their peers. Peer feedback or peer review is an instructional strategy which could help decrease the writing teachers' workload without affecting the students' learning process. The students could be guided into providing feedback to their peers by paying attention to a certain aspect of the essay for example its organization, format, punctuation and so on. The writing teachers can share the responsibility for learning with their students by delegating the duty of providing feedback to their students. With the popularity of social networking website such as Facebook, providing feedback online via this social website has its potential benefit.

1.1 Background of the Study

Malaysian adolescents, like many other adolescents around the world spend a great deal of their time outside school hours online. Based on data collected from 535 adolescents from five urban secondary schools in Penang, Malaysia, their preference for entertainment and social networking websites is evident (Tan, Ng & Saw, 2010). Although the overall trend was towards the receptive skills of reading and listening rather than the productive skill of writing, their study discovered that 77.06% of the online activities that the participants were involved in use English, 8.16% use Bahasa Malaysia and 14.72% use Chinese. This in itself reflects the potential benefit of utilizing the social networking websites such as Facebook in ESL context. With careful manipulation of the features offered by Facebook, it can be used as a platform for online discussion to improve teaching and learning. As mentioned before, one of the constraints often faced by composition teachers employing the process approach to writing is providing timely feedback at every stage of the writing process. This is especially true if the classes are big and the nature of the course requires the teachers to assess and grade the students at every stage of the writing process. The Academic Writing course for Diploma level students offered at Universiti Teknologi MARA (UiTM) Malaysia is one of them. It is offered to the third semester students for all diploma programmes at the university. The course employs the process writing approach and the students' work is evaluated and graded at every stage of the writing

1.2 Using Facebook Notes as a medium for Guided Peer Feedback

With the popularity of online social network such as Facebook as the medium of communication among students, this study is conducted to investigate the potential benefits of using Facebook Notes as a platform for guided peer feedback during the four stages of the students' writing process. „Notes“, is a feature of the Facebook which can be utilized as one of the language teaching tools. Students who have Facebook accounts automatically have access to this feature and can participate in this activity. The second feature of the Facebook that is utilized in this study is the 'LIKE' function. The writing teacher uses the „LIKE“ function to highlight the feedback posted by the peer reviewers which is considered constructive and useful in assisting the student writers to revise their work. This is because despite the training provided prior to commencement of the study period (will be explained under „Methodology“), it could be envisaged that not all feedback posted by the students serves its function. For example, comments such as *“like your essay”* or *“your topic sentence is interesting”* other than probably motivating the student writers, are vague and have very little value in assisting them to improve their writing. The following diagram displays the conceptual framework of the study. Instead of providing feedback individually, selected students' drafts are posted on Facebook Notes anonymously. Peers from the same class are requested to post their feedback and comments on the Facebook Notes. Their discussions are monitored by the class teachers who in turn would prompt them into providing meaningful feedback.

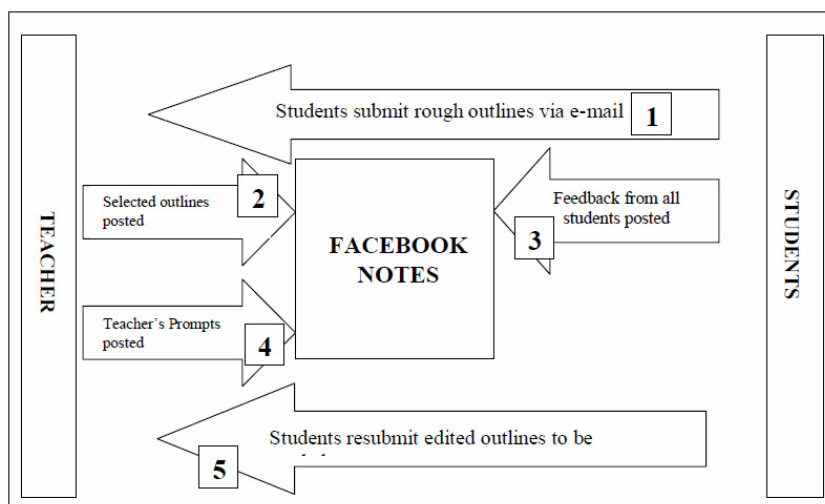


Fig. 1. Conceptual Framework of the Study

1.2 Study Objectives and Research Questions

This action research focused on the planning or pre-writing stage of the academic writing course which is writing the *“outline”* of an essay. The first objective of this study is to investigate whether guided peer feedback via Facebook Notes improves the students' skill of writing the *“outline”* at the pre-writing or planning stage of the writing process. Secondly, it hopes to uncover whether the feedback provided via

Facebook Notes influences the revisions made to the outlines. Finally, the study aims at examining the benefits gained if any, by the peer reviewers. The study hopes to address the following research questions:

- RQ1: Does guided peer feedback via Facebook Notes improve the students skill of writing the *outline* at pre-writing or planning stage of the writing process?
 RQ2: Does the reviewer whose outline was not reviewed benefit from this exercise?
 RQ3: Does peer feedback provided by peer reviewers via Facebook Notes, influence the receiver final draft?

2. Literature Review

Peer feedback or peer review is not a new concept and has been used in ESL and EFL classrooms for decades to help both the writing teachers and the students. The basic idea behind peer feedback or peer editing is that it is easier to spot flaws in others' work than one's own. Peer feedback also relieves the writing teachers from having to provide feedback to individual student. In product-based writing classrooms students would normally submit their essays to the teachers at the end of their writing period to be marked and commented on. Process writing approach however, requires students to come out with multiple drafts which mean more demand is put on the writing teachers to provide feedback at every stage of the writing process. Writing teachers have to be creative to ensure that students' effort is treated fairly and given due consideration. Peer feedback is one way of addressing the problem of providing feedback to each and every student.

2.1 Peer Feedback and its Benefits

Many studies have been conducted on the effects of peer feedback given by student writers to another, both in L1 and L2. Peer feedback or peer review has been found to be beneficial when used correctly in assisting the writing teachers to provide feedback to each and every student's piece of writing. Rollinson (2005) believes in process approach to writing and that writing should involve multiple drafts. He believes that peers can provide useful response at different stages of the draft. Hansen & Liu (2005) feel that peer feedback in writing classrooms is beneficial as it allows writing teachers to help their students not only to receive more feedback on their work but also provide students more practice with a range of skills important in the development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process. Although getting feedback from peers is time consuming, it can provide a lot of benefits to both receivers and givers. Rollinson (2005) stated that not only the students who receive feedback would benefit but the students who provide feedback would also learn to provide critical response and consequently help them to be self-reliant so that they could self-edit their own work. In fact, Kristi Lundstorm and Wendy Baker (2009) discovered in their study that the reviewers showed more significant improvement in their own writing compared to the receivers who depended solely on their peers' feedback to improve their writing.

2.2 Guided Peer Feedback

According to Rollinson (2005), in order for peer feedback to be effective the students involved have to be given pre-training in the techniques of providing useful reviews because leaving the students on their own to comment on others' work without proper guidance will not be beneficial. For instance, comments such as "*I don't like your ideas*" and "*I disagree with your points*" are not constructive thus would not be beneficial. Instead, the students should be trained to look at the important aspects of the essay such as the thesis statements and the topic sentences. Stanley (1992) and Zhu (1995) as cited in Min (2006) conducted studies on the effects of feedback training for their freshman composition classes. Stanley's

study was done in the ESL classroom while Zhu's study was focused on L1 peer reviewers. Both studies reported that training had significant effects on the quantity and quality of peer feedback. Hui-Tzu Min herself (2006) conducted a research to examine the impact of trained peer reviewers' feedback on EFL college students' revision types and quality. It was discovered that after training the students included a significantly higher number of reviewers' comments into their revisions compared to pre-training. In addition, peer-triggered revisions comprised 90% of the total revisions, and the number of revisions with enhanced quality was also significantly higher than before training. Therefore, it was concluded that trained peer reviewers' feedback can positively impact EFL students' revision types and quality of texts directly.

2.3 Providing feedback via on-line medium

The use of electronic medium as learning tools has become popular since the introduction of the Internet. Its use is not restricted by time or distance, thus, it provides flexibility and convenience to both students and teachers. Bee-Lay and Yee Ping (1991) conducted a study on two groups of students from Singapore and Canada who used the electronic mail as a medium of communication. They discussed two books from the two countries and both groups benefit from the on-line discussion. Fizler (1995) carried out a study on the effectiveness of using e-mail to teach English and found that the students' writing skills as well as their motivation improved. The use of electronic mail as a learning tool has been shown to be effective in improving students' writing skills whether individually or in groups as demonstrated by Karnedi (2004). Karnedi conducted a study on the effectiveness of tutoring using the electronic mail to enhance writing skills. In the study, feedback was given by the tutor through electronic mail. He concluded that the advantages of electronic tutorial using e-mail outweigh the disadvantages and proposed its use to enhance writing skills.

Ertmer, Richardson, Belland et al. (2007) conducted a study on students' perceptions of the value of giving and receiving peer feedback regarding the quality of discussion postings in an online course. It was discovered that although the students had put higher value on instructor's feedback the interview data showed that the participants valued the peer feedback process and benefitted from having to give and receive peer feedback. They also found that feedback given by their peers helped them improve the quality of feedback they in turn provide to others. A study conducted by Guardo & Shi (2007) on ESL students' experience of online peer feedback discovered that e-feedback eliminates the logistical problems at the same time retains some of the best features of traditional written feedback, including a text-only environment that pushes students to write balanced comments with an awareness of the audience's needs and with an anonymity that allows peers to provide critical feedbacks on each other's writings.

3. Methodology

3.1 The Participants

Twenty students, sixteen females and four males, from one intact group participated in this study. They were semester three Diploma in Building students from MARA University of Technology, a public institution of higher learning in Malaysia. Fifteen of them were Facebook users while five were introduced to Facebook at the beginning of the research period. The students' scores for English subject during Sijil Pelajaran Malaysia (Malaysian Certificate of Education which is equivalent to 'O Level') range from 'A' to 'D', with the majority scoring 'C' and 'D' grades. The researchers were aware that the students' general proficiency level was low but since they had gone through two semesters of remedial English language classes upon entrance to their academic programme they were considered to be at low intermediate level. Below are the participants' demographics.

Table 1. Demographics data

Particular	No. of Participants
Male	4
Female	16
Facebook User	15
Non Facebook User	5
SPM (O Level) Grade	
A	1
B	3
C	4
D	12

3.2 Procedure

At the beginning of the study period, a questionnaire was distributed to the participants to collect their demographics and to find out whether they have Facebook accounts. The participants who did not have Facebook accounts were instructed to sign up and they were given time to familiarize themselves with Facebook features especially Facebook Notes. The main researcher in this study had close contact with the participants as he was the class teacher and the participants were his students. In this study, the teacher played a role as participants' observer. There were three main stages involved in this study which were the instruction of an academic writing process, feedback training and feedback exercise.

Since the focus of this study is on the planning stage of the academic writing, the discussion related to instruction would only focus on the process of developing an outline of an academic essay. The participants went through normal classroom instruction on the process of writing an outline which include the formulation of thesis statements, developing main ideas and supporting points at various levels of supports in parallel structure. The mechanics of outlining such as numbering system were also emphasized. At the end of the first stage of the study which took three two-hour lessons, the participants were instructed to write outlines in pairs based on the topics of their choice. Ten outlines that they prepared were submitted to the teacher via e-mail. The outlines were graded and the marks would be used as pre-test marks for this study.

Before carrying out the online feedback exercise via Facebook Notes, a short feedback training session was conducted for the students as a preparation procedure for them. The training was the second stage of the study which involved raising the participants' awareness on what constitutes a good or a weak feedback. For this purpose, three models of both types of feedback were discussed in class. Next, they were given an in-class exercise in which they practised providing written feedbacks on three excerpts – a thesis statement, a topic sentence and a paragraph. Their feedbacks were later discussed as to check and validate their understanding.

The third and the last stage of the study was feedback exercise conducted online via Facebook Notes. Six outlines were randomly chosen by the teacher and the participants (twelve students) who wrote these outlines were considered the experimental group and their essays would be posted and reviewed by their peers. The remaining eight students were treated as the control group and although they participated in providing feedback to their peers, their essays were not reviewed.

Three tasks were designed to address three main parts of an outline. The first task (Task 1) was for the peer reviewers to look at the development of the thesis statement. The second task (Task 2) was for them to examine the development of the topic sentences from the thesis statement and the coherence of the essay. Finally the third task (Task 3) was for the reviewers to look at a particular paragraph in the outline and to comment on the coherence of the paragraph which includes the relationship of the topic sentence and the supporting details in a particular paragraph.

The online feedback exercise started on the third week of the study. Six outlines were posted on the teacher's Facebook Notes with two outlines addressing each task mentioned above. Each outline posted was accompanied by instructions which were carefully designed to ensure that participants were able to respond to the tasks given. Since the outlines were posted on the teacher's Facebook Notes the students had to add the teacher as their friend in order for them to have access to his Notes. Since Facebook is an open accessed social network website, everyone who is the teacher's friend can have access to his Notes. Therefore, the teacher had to specifically grouped the students in this study under a specific group and every task posted was set to a specific privacy setting in which only the group members could view and respond to instructions posted on the Notes. The group was assigned to a group called EM3F and to avoid overlapping of concepts in the discussion later, the students' feedback was termed as comment aligned with the term used in Facebook. Once everything was set, the students were instructed to proceed with their online feedback exercise. The instruction clearly stated that they were to respond to three tasks involved where two outlines were used for each task and they had to give their feedbacks by posting comments on every task. Finally, the LIKE function was used by the teacher to highlight important or useful comments posted for the rest of the students to take note.

The following excerpts highlight the different tasks that were posted. The first excerpt shows the sample of an *outline* posted on the Facebook Notes and Task 1. It was followed by Excerpts 2 and 3 which provide examples of Task 2 and Task 3 respectively.

Title : EFFECTIVE WAYS TO REALIZING THE '1MALAYSIA' CONCEPT

I Introduction

'1Malaysia' is a new concept recently introduced in our country. This idea is about uniting and integrating all citizens of Malaysia from all races and religion.

II Body

A) Firstly, communities must to know about the concept of 1Malaysia.

B) Second step, reunite the human race in Malaysia.

C) Lastly, involved in all activities organized by government for people who are difference races.

III Conclusion

We as the citizen of Malaysia need to unite and becomes one in other to achieve 1Malaysia, thus leading our motherland toward peaceful, harmony, unity and integration among all difference kind of races ethnics in

Malaysia.

TASK 1:

1. Look at the **title**, the **thesis statement** and the **restatement of thesis in conclusion** and **check whether the topic sentences are clearly written and/or easy to understand. EXPLAIN WHY.**
2. If you find the **topic sentences** and/or the **thesis statement** and/or the **restatement of thesis in conclusion** **DO NOT HAVE a match or any direct and correct relationship**, make suggestions by **giving examples of your own version** of thesis statement or topic sentences or restatement of thesis.

Fig 2. A Sample of an Outline and 'Task 1'

TASK 2:

If you find the topic sentences and/or the thesis statement and or the restatement of the thesis in the conclusion DO NOT HAVE a match or any direct or correct relationship, make suggestions by giving examples of your own version of thesis statement or topic sentences or restatement of thesis.

Fig 3. A Sample of 'Task 2'

TASK 3:

For this task, you are required to give comments on the segments of the body paragraphs below. Each segment is taken from two different titles. Pay attention on:

The topic sentences (labelled A, B, C) - whether they are correctly presented or not,
 The supporting details (labelled 1, 2, 3) - whether they are DIRECTLY supporting the topic sentence or not,
 The examples (labelled a, b, c) - whether they are clearly supporting the supporting details and the topic sentence or not.

Fig 4. A Sample of 'Task 3'

During the study period the teacher would constantly monitor the students' responses and prompt them accordingly to guide them in providing useful comments. The following is the example of their communications via Facebook Notes on the outline entitled "The Importance of Buying Malaysian Products."

Student 1: *for the 1st outline, i think that its already answer the seed ques. but the thesis statement is too long. for the 2nd outline, its also answer the seed ques and the words already enough to answer seed ques.*

Teacher: *Can you please provide your own version of the thesis statements to replace the one written by your friend.*

Student 1: *1st outline-the importance of buying malaysia product are to create awareness among malaysian, to promote malaysia product and to make consumers realize that m'sia's product has better quality.tg*

Fig 5. Teacher Monitoring Participants' Feedback

Students were given 24 hours to respond to every task assigned and after the deadline, the teacher would highlight the students' reviews which were useful using the 'LIKE' function.

Teacher: *Okay. Please go through the reviews above again and check the ones that I clicked "LIKE". The owner of the outlines, I hope you could pay attention on the views that I "LIKE."*

Fig 6. Teacher Highlighting Useful Reviews

The whole study was carried out over a four-week period with three two-hour lessons conducted per week. The first week covered the teaching of outlining followed by a week of feedback training. The online feedback exercise took place during the third week of the study outside class hour. The students attended the class during normal class our and instructions was carried out as usual following the syllabus of the course. In other words, the study did not interrupt the normal process of teaching and learning of

the course. All the participants were instructed to rewrite their outlines, including outlines that were not reviewed, based on the feedback given during their online feedback exercise especially the ones that were highlighted using ‘LIKE’ function by the teacher. The participants submitted their revised essays at the end of the study period during their class hour and their essays were graded by the teachers. The marks of the final outlines were considered as post-test marks. On the final week of the study period an interview was conducted with ten participants to find out their perceptions of the exercise.

4. Findings And Discussion

The results of the study will be discussed by focusing on the research questions. The first research question is: *Does guided peer feedback via Facebook Notes improve the students' skill of writing the outline at pre-writing or planning stage of the writing process?*

To address *Research Question 1*, marks for pre-test and post-test for the experimental group were tabulated and analyzed. Table 2 displays the scores.

Table 2. Pre and post- test marks of the experimental group

Title of Essays	Pre-Test	Post-Test
The causes of divorce among married people in Malaysia	2	2
“Buy Malaysian” Campaign	4	6
Obesity among Malaysian children	4	4
Social problems among teenagers caused by the social networking websites	4	6
Effective ways to realizing the ‘1Malaysia’ concept		
The sports industry in Malaysia	2.5	2.5
	4	6

Table 3. Pre and post- test marks of the control group

Title of Essays	Pre-Test	Post-Test
Open burning and global warming	7	7.5
Reasons people commit suicide	7	7
The effects of using mobile phones on human health	4	5.5
The importance of having sex education in Malaysian education system	5	6

It was found that three out of the six outlines for the experimental group improved while the rest remained unchanged. This means, only half of the students whose essays were reviewed actually gained from the online feedback exercise. However, the control group showed overall improvement in the Post-test marks. The marks displayed by the control group in Table 3 indicate that all four outlines that were not reviewed showed improvements in the post-test. The results address *Research Question 2* which is:

Does the reviewer whose outline was not reviewed benefit from this process?

The control group of this study showed overall increased of marks compared to the experimental group which has three outlines with marks that remain unchanged. This provides evidence that the reviewers whose outline were not reviewed also benefitted from this exercise. The participants in the control group were then interviewed and their views were sought in relations to the benefits they perceived from the exercise. They generally agreed that engaging in the feedback giving exercise provided them the opportunities to fine tune their pre-writing skills as well as improve their self editing skills. The online discussions presented them with clearer picture of what should be done and how to do it well. In other words, giving feedback allows the student writers to enhance their own self editing skills rather than

relying on the feedback given by others. Excerpt 5 shows how one student in the control group was able to benefit from feedback she provided to others. In response to her peers' outline in Task 2, Student 5 posted the following comment.

Student 5 posted: *my opinion, main idea a and b are same meaning and the writer should use the suitable discourse marker to create the good main idea...*
Student 5's First Outline:
 Topic sentence A: The problem is the damage brain and memory.
Student 5's Final Outline:
 Topic sentence A: Firstly, one of the effects of this problem is the damage of brain and memory.

Fig 7. Benefit gained by feedback giver

It can be seen from the excerpt that Student 5 followed her own advice and revised her outline accordingly. This finding confirms earlier study which discovered that reviewers also benefit from feedback giving exercise. In fact as discovered by Lundstorm and Baker (2009) the reviewers showed more significant improvement in their own writing compared to the receivers who depended solely on their peers' feedback to improve their writing. Finally, for *Research Question 3: Does peer feedback provided by peer reviewers via Facebook Notes, influence the receivers' final draft?* In order to answer Research Question 3 the students' feedback was analyzed to determine the number of useful comments made by the students and to examine whether the comments that were highlighted by the teacher using the „LIKE“ function were utilized by the students during revision. Table 4 shows the percentage of „useful“ and „less useful“ comments.

Table 4. Useful and less useful feedbacks

Task	Useful Comments	Less Useful Comments
1	15.51%	84.49%
2	16.12%	83.88%
3	5.4%	94.6%

It was found that by the end of the study period, the participants had posted a total number of 52 comments for all three tasks. For Task 1, only 15.51% of the comments posted by the students were considered useful, followed by 16.12% in Task 2 and 5.4% in Task 3. On the other hand, 84.49% less useful comments were posted in Task 1, 83.88% in Task 2 and 94.6% in Task 3. It can be concluded that the majority of the comments made by the students were less useful. This is expected because the training period for feedback giving was very short. Thus, despite being reminded to only provide constructive comments that are related to the tasks, many of them provided comments that were neither constructive nor related to the tasks in question. Nevertheless, the influence of the comments could be seen clearly in the revised outline produced at the end of the study. It was found that the feedback provided by the reviewers generally influenced the receivers' final outline. This is probably due to the fact that the participants only used comments that the teacher clicked as 'LIKE'. Excerpt 6 demonstrates the influence of the comments on a participant's final outline.

<p>Title: The sports industry in Malaysia</p> <p>First Outline: Thesis statement: The benefits of effective sports industry in Malaysia are promote our country, will increase our country income and can upgrade the player qualities.</p> <p>Feedback: Student 2: give more attention to your grammar which is before the word "promote" you should put the word "to"</p> <p>Student 3: in my opinion, the thesis statement is to simple...I think it is best: the benefits of effective sports industry in Malaysia are to promote our country to the world, will increase our country income and can upgrade the player qualities...</p> <p>Student 4: in my opinion, the thesis statement should be the advantages of effective sports in industry in Malaysia are to promote our country, increase our country income and upgrade the quality of our player...</p> <p>Final Outline: Thesis statement: The benefits of effective sports industry in Malaysia are to promote our country, increase its income and upgrade the quality of our sportsmen.</p>
--

Fig 8. Sample of Pre-writing Skills Improvement

4.1 Discussion of Results from the Interview

For triangulation purposes an interview was conducted among the participants who scored lower than 50% of the total 10 marks awarded for the outline. They unanimously agreed that the tasks assigned were too demanding and they admitted that they did not understand the instructions given especially for Task 3. Some of the comments provided were also vague and not helpful. Excerpt 7 shows a sample of the teacher's instruction which they considered as too confusing and Excerpt 8 shows a sample of the comments which they considered unclear.

<p>Task 3: Paragraphing Coherence</p> <p>For this task, you are required to give comments on the segments of the body paragraphs below. Each segment is taken from two different titles. Pay attention on: The topic sentences (labelled A, B, C) - whether they are correctly presented or not, The supporting details (labelled 1, 2, 3) - whether they are DIRECTLY supporting the topic sentence or not, The examples (labelled a, b, c) - whether they are clearly supporting the supporting details and the topic sentence or not.</p> <p>Make some comments on the number of supporting details presented (do you think ONE supporting detail is enough? if you can add more what can you suggest? do you think the supporting details presented are more than enough? if you can reorganize them, how would you structure them? do you think the given structures below follow the format given in the textbook?)</p> <p>TITLE: SOCIAL PROBLEMS AMONG TEENAGERS CAUSED BY THE SOCIAL NETWORKING WEBSITES</p> <p>A. One of the problems that might occur is having an open relationship</p> <ol style="list-style-type: none"> 1. Meeting online friends on 'blind date' <ol style="list-style-type: none"> a) Hang-out with online friend without family permission b) Exposed to danger such as promiscuous and rob victim c) Do not know the exact or real behavior and background of their friends. <p>TITLE: OBESITY AMONG MALAYSIAN CHILDREN</p> <p>A. Beside than that Physical inactivity also one of causes of obese among children.</p> <ul style="list-style-type: none"> · The popularity of media mass translates into an increasingly sedentary (inactive) lifestyle for many children · Children spend an average of over three hours per day. Not only does this use little energy (calories), it also encourages. · Fewer than half of children have a parent who engages in regular physical exercise. · Only one third of children have daily physical education at School. · Parents busy schedules and fears about safety prevent many children from taking part in after school program.
--

Fig 9. Sample of confusing teacher instruction

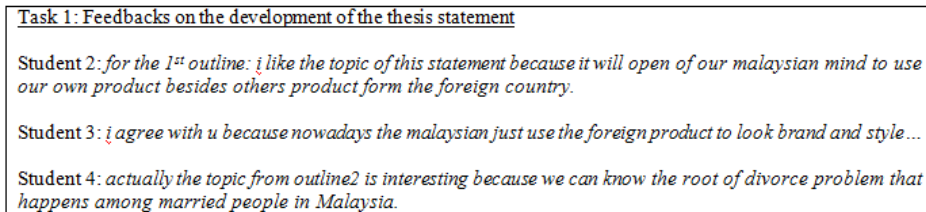


Fig 10. Sample of less useful feedback

Most of the students interviewed did not provide any response to Task 3 due to this reason. They chose not to provide any comments or propose any changes to avoid making more errors. It is believed that their general lack of proficiency may also contribute to their decisions. Based on their comments this group of participants faced difficulties in understanding the tasks given as well as providing feedback to their peers. Furthermore, the tasks provided by the teachers which were supposed to guide the students ended up becoming the stumbling blocks instead. Perhaps, the feedback training should be done more extensively within a longer period of time. In addition, the way the teacher designs the task is important, too. Task 3 shows how the teacher's instruction could confuse the students. It is highly important that the teacher avoid from being wordy and refrain from using terms that might confuse the students.

5. Conclusion

The findings above show the potential benefits of using Facebook Notes as a platform for peer guided feedback at the planning stage of an academic writing process. It can be concluded from this exploratory study that the students, with guidance from the writing teacher, can provide constructive feedbacks to their peers. However, cautions have to be exercised by the teacher in designing the tasks to guide the peer reviewers. Instructions should be clear and not too wordy. The problem of providing timely and effective feedback normally faced by the writing teachers can also be solved as they can access to the 'Notes' anytime and anywhere. Although the number of useful comments was lower than less useful ones it was evident that the feedback exercise had successfully facilitated the learning process. The results of the study show that the reviewers whose writings were not posted to be reviewed also benefitted from the exercise as they learn to be more effective in self-editing their own work. The study also demonstrated that limited class time could be extended by letting the students conduct their learning at their own time outside class. The data collected from this study was less than expected due to the participants' low proficiency level. Perhaps a richer data could be gathered if participants with higher proficiency level were used. As a conclusion, ESL teachers now have another teaching tool at their disposal to help them in making their writing classes more interesting and effective. Thus, teachers all over the world are encouraged to make use of this on-line utility as a tool not only in giving feedback but in language learning as a whole.

References

- Bee-Lay, S. & Yee-Ping, S. (1991). English by e-mail: creating a global classroom via the medium of computer technology. *ELT Journal*, 45, 287-292.
- Ertmer, P. A, Richardson, J. C., Belland, B., Camin, D., Connolly, P., Coulthard, G., et al. (2007). Using peer feedback to enhance the quality of student online postings: An exploratory study. *Journal of Computer-MediatedCommunication*, 12(2), article 4. <http://jcmc.indiana.edu/vol12/issue2/ertmer.html>
- Fizler, K. (1995). The Internet as an educational tool in ESOL writing instruction. <http://thecity.sfsu.edu/~funweb>
- Guardado, M., & Shi, L. (2007). ESL students' experiences of online peer feedback. *Science Direct:Computers and composition* 24, 443-461.

- Hansen, J and Liu, J. (2005). Guiding principles for effective peer response, *ELT Journal* **59** (2005), pp. 31–38.
- Higgins, R., Hartley, P., & Skelton, A. (2002). The conscientious consumer: Reconsidering the role of assessment feedback in student learning. *Studies in Higher Education*, 27 (1), 53-64.
- Karnedi. (2004). The Effectiveness of the Electronic Tutorial in Enhancing Writing Skills. *Malaysian Online Journal of Instructional Technology (MOJIT)*. 1 (1), 41-49.
- Lundstorm, K. & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*. 18(1), 30-43.
- Min, H (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15, 118–141.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30.
- Susser, B. (1994). Process approaches in ESL/EFL writing instruction. *Journal of Second Language Writing*, 3 , 31-47.
- Tan, K. E., Ng, M. L. Y., & Saw, K. G. (2010). Online activities and writing practices of urban Malaysian adolescents. *Science Direct: System*, 38, 548-559.